

Maggie /bu IJJOr (tdJ'i.i. d h,,(' i UL.'i/ 'i':! flc!lp J7ti'och ' arJd cl){~A.: //",// VI/Cfj"

You had students go to the board and describe to the class how they solved their multiplication problem. Some were very quiet and difficult to hear. You did a great job repeating what students said so all could hear. Also, you spotlighted special tips or clues that students used. This was affirming to the student presenter and helpful for the rest of the class.

You had shoulder partners solve problems you gave them. You did a good job managing them because the process was more complex than working as a group and students could get off-task easier.

Öü.çk/ ' ,.: U5f'ÇL//7d1v/c{I/f?L tLJ!zjjC üÖ(1/("A""/l) ,ti,"~VC' 1~"1C}1,~"älf,., /laXllc. II~f OiJ"lloC.C, Ur:JL{lje huiJf cL C'tCC{ re:lo./ic)/!'/t|,.) wI'!)) w/fh lhl;J- ~J:l(f.CD - ~Jj)ñ?(ctaij , {})/N?n ~j-OLLl <:lla"-,.r(:; ('dt:""?"" . /hese Jlucl6"J7:: tL'anTr:d fa lea; / hGt.J.JTZJ/) lUUh'~' d -dlql.'; ' hi. IJ), ,.: YtJUf enfha.//c(J1;) aJ7ct encrgy' arc (lOIJ7ctQlt.Jtl, "" HI so) -I'hey find of(X) ve r'tj C1fJPIIJ()(')eJL/c. 7/JC"/ O/ - il, _j all eLld /() as/('jOLL ~ ae.fl/ol --.

As ljDU wfll j(1J(1f.<~, JOint' ~'ll.id("l r J'/n {(Jct/c_ "l' ':// " n,o.:/ h. I'M cur. ,~ei~) gooe'- J.:t,II;:PII:I -fhel)/ Jeal;"1 10 ",lolve jJ; '(jljJ~.ns by dlacIV/? oaf llifolnr:::IJ/(V fJlOtJl!; {(JfJJ/O/7II)(J,